



Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OFFICE OF ANGELES CITY

5 June 2026

DIVISION MEMORANDUM  
No. 226 s. 2026

**GUIDELINES IN THE CONDUCT OF THE REGIONAL PRE-ASSESSMENT IN ALL LEARNING AREAS FROM KEY STAGES 1 TO 3**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
School Heads of Public Elementary and Secondary Schools  
All Others Concerned

1. Pursuant to **Regional Memorandum No. 180, s. 2026**, titled “**Guidelines in the Conduct of the Regional Pre-Assessment in All Learning Areas From Key Stages 1 to 3**”, the administration of the Regional Pre-Assessment in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4 is scheduled on June 10-11, 2026, across all schools.
2. Attached to this Issuance is the Regional Memorandum No. 180, s. 2026 for reference and guidance.
3. Immediate and wide dissemination of this Memorandum to all concerned is earnestly desired.

for   
**ENGR. EDGARD C. DOMINGO, PhD, CESO V**  
Schools Division Superintendent 

Encl.: As stated,  
References: RM 180, s. 2026  
under the following subjects:

ASSESSMENT

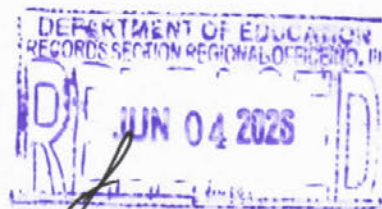
ESM/CID-EPSvr/June 5, 2026



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**REGIONAL MEMORANDUM**

No. 180, s. 2026

**GUIDELINES IN THE CONDUCT OF THE REGIONAL PRE-ASSESSMENT IN ALL LEARNING AREAS FROM KEY STAGES 1 TO 3**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
Curriculum Implementation Division Chiefs  
Education Program Supervisors in All Learning Areas  
Kindergarten Focal Persons  
Public Schools District Supervisors  
Division LRMSD Supervisors  
Division Testing Coordinators  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Relative in the DepEd Order No. 8, s. 2015, classroom assessment is an integral part of curriculum implementation, and it allows teachers to continuously track and measure learners' cognitive, affective, and psychomotor development to achieve the desired learned competencies articulated in the K to 12 Curriculum.
2. This Office, through the Curriculum and Learning Management Division (CLMD), shall lead the administration of the Regional Pre-Assessment in All Learning Areas from Key Stages 1 to 3 and Core Subjects in Key Stage 4 from **June 10-11, 2026**, in all schools in the region.
3. The Regional Pre-Assessment aims to:
  - a. determine the percentage of learners who achieved the minimum level of proficiency in all learning areas from key stage 1 to 3;
  - b. identify the most learned and least learned competencies;
  - c. utilize the results and findings as baseline data to improve the teaching skills of teachers through Learning Action Cell sessions; and
  - d. develop a school intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels headed by the school head with the assistance of Master Teachers (**if applicable**).
4. Schools Division Offices (SDOs), particularly the Division Learning Resource (LR) Supervisors, shall be provided with the Google drive link containing the files of the assessment tools in all learning areas through the Regional Learning Resource Supervisor. The assessment tools shall be downloaded by the Division LR supervisors



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**Department of Education**  
REGION III-CENTRAL LUZON

and uploaded to the newly created Google Drive and then share the link to school heads/school testing coordinators.

5. The schools shall print and reproduce the assessment tools. Printing expenses shall be charged to the School Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules.
6. The sharing of test papers with any other school is **strictly prohibited** to ensure the confidentiality and fairness of all assessments.
7. School Heads shall create a school board work for the 2-day schedule of the Regional Pre-Assessment Administration and provide each classroom a copy.
8. Pursuant to Regional Memorandum No. 765, s. 2024, the conversion of assessment tools to computer-based or computer-aided platforms is strongly encouraged, subject to each school's operational capacity and availability of resources.
9. Key to Corrections shall be given to the Division LR Supervisors by the Regional LR Supervisor a day after the schedule of test administration in a certain learning area.
10. CLMD Supervisors, Division Testing Coordinators (DTCs), Public School District Supervisors, and/or Division Learning Area Supervisors shall monitor the said activity using the tool in Enclosure No. 6a. The DTCs shall consolidate the monitoring results using the template in Enclosure No. 6b.
11. The Regional Assessment Minimum Proficiency Level (MPL) results per school (consolidated results in case of multiple sections per grade level) and per SDO shall be encoded online in the prescribed template which will be provided by the Regional Office.
12. The link to the Google Drive per SDO on consolidated monitoring report (e.g., Enclosure no. 4, Enclosure No. 6b, Enclosure No. 8) will be provided to the SDOs through the Curriculum Implementation Division Chiefs and shall be accomplished and uploaded in MS Word and PDF formatting (*Please see attached Enclosure No. 7*).
13. The following documents are enclosed for information and guidance:  
Enclosure No.1: Guidelines on the Administration of Regional Assessment  
Enclosure No.2: Template Number 1 – Teacher's Report on the Result of the Regional Assessment  
Enclosure No.3: Template Number 2 – School Report on the Results of the



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REGION III-CENTRAL LUZON

Regional Assessment

- Enclosure No.4: Template Numbers No. 3 & 4 - Division Report on the Results of the Regional Assessment  
Enclosure No.5: Learning Area Monitoring Regional Supervisors  
Enclosure No.6a: Monitoring Tool  
Enclosure No.6b: Template for the Division Consolidated Monitoring Reports  
Enclosure No.7: Summary of Regional Assessment Activities and Dates  
Enclosure No.8: Template for Intervention/Remediation Plan for the Identified Learning Gaps in the Different Learning Areas and Grade Levels

14. Should there be any questions or queries as regards this activity, particularly regarding the assessment tools and key to corrections, please, contact Joseph D. Reyes, EPS in Mathematics through [joseph.reyes16@deped.gov.ph](mailto:joseph.reyes16@deped.gov.ph) or [clmd.ro3@deped.gov.ph](mailto:clmd.ro3@deped.gov.ph).

15. The results of the Regional Pre-Assessment shall not be utilized to rank SDOs based on learner or school performance, nor shall such results be used to influence teachers' IPCRF ratings. To ensure the reliability of data, SDOs are directed to accurately report learners' actual scores when computing the percentage of learners who met the minimum proficiency level. **All teachers are likewise requested to actively encourage and motivate their learners to take the test seriously and to adhere to the allotted time per learning area.**

16. Immediate and wide dissemination of and compliance with this Memorandum are earnestly desired.

**TOLENTINO G. AQUINO**  
Regional Director

Encl.: As stated,  
Reference: DepEd Order No. 8, s. 2015 and Regional Memorandum No. 765, s. 2024  
To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT

REGIONAL PRE-ASSESSMENT

clmd4  
June 4, 2026



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Enclosure No. 1 of Regional Memorandum No. \_\_\_\_\_, s. 2026

**Guidelines on the Administration of Regional Assessment**

Educational assessment is the process of collecting useful and relevant data and information from various sources to develop insights into students' understanding, knowledge, and takeaways from their educational experiences.

Teachers employ assessment strategies to strengthen the skills of learners in relation to learning standards which comprise content standards, performance standards, and learning competencies and in the development of 21st Century skills. Crafting quality assessments is associated with the quality of lesson planning and instruction. The assessment should be appropriately implemented in the classroom to measure students' progress toward the acquisition of skills in addition to mastery of the content.

The regional assessment plays a crucial role in assessing individuals' knowledge and skills within specific domains, serving as valuable tools for educators, employers, and policymakers alike. By measuring students' mastery of academic content, regional assessment provides valuable insights into the effectiveness of educational programs and help identify areas for improvement.

Additionally, they aid in the identification of students' strengths and weaknesses, guiding personalized instruction and intervention strategies to support their academic growth. Furthermore, regional assessment serves as objective measures of performance, enabling fair comparisons across individuals and institutions and informing decisions related to college admissions, job placements, and educational policies. Thus, assessment serves as indispensable tools in promoting educational excellence and facilitating informed decision-making in various spheres of society.

These guidelines shall provide guidance on the administration of the regional assessment in all learning areas from Key Stages 1 to 3 in Region III.

**A. Learning Assessment Tools**

Regional assessment tools are **designed for the current grade level of the learners**. These are uploaded to Google Drive. The link to Google Drive shall be shared by the Regional Learning Resource (LR) Supervisor with the Division LR Supervisors who in turn share the link with the school heads/testing coordinators.

The Google drive contains the learning assessment tools for All Learning Areas from Kindergarten to Grade 10. Test takers should use another sheet of paper as an



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REGION III-CENTRAL LUZON

answer sheet and not directly answer on the test paper. The school may use computer-assisted or computer-based mechanisms in administering the test, whenever possible.

**B. Role and Functions of the Teachers**

1. Download and reproduce the regional assessment tools. Expenses to be incurred in the reproduction shall be charged to the school MOOE and other local funds subject to the usual accounting and auditing rules.
2. Check the responses of the learners.
3. Conduct a frequency and count procedure to determine the most learned and least learned competencies by getting the frequency of learners with the correct and wrong answers per item number.
4. The top 10 item numbers with the greatest number of learners with the correct answers are considered the 10 most mastered learning competencies, while the 10 item numbers with the least number of learners with the correct answers or the 10 item numbers with the greatest number of learners with the wrong answers are considered the 10 least learned competencies.
5. Template 1 in Enclosure No. 2 shall be used for the most and least learned competencies identified;
6. Compute the percentage of learners who achieved the Minimum Proficiency Level (MPL) using the formula below:

$$\text{Percentage of Learners who Achieved or Exceeded the MPL} = \frac{\text{Number of Learners who Achieved or Exceeded the MPL} \times 100}{\text{Number of Learners who Took the Test}}$$

Example:

Number of Test Items = 30

MPL of Grade 3 Mathematics = 18

Total Number of Learners who took the test = 45

Number of Learners who achieved or exceed the MPL or learners who got 18 and above correct answers = 40

$$\begin{aligned} \text{Percentage of LAEMPL} &= \frac{40}{45} \times 100 \\ &= 88.88 \% \text{ or } 89 \% \end{aligned}$$

This means that 88.88% or 89% of the learners who finished Grade 3 Mathematics and took the test achieved or exceeded the MPL in Math, while 11.12 % or 11% of them did not achieve the MPL in Mathematics.

Refer to the table below for the Minimum Level of Proficiency based on the number of test items taken.



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REGION III-CENTRAL LUZON

Number of Items	Minimum Level of Proficiency (60 % of the total no. of test items)
25	15
30	18
40	24
50	30

Enter the computed percentage of learners who achieved or exceeded the MPL in a particular learning area and grade level on Template No.1, Enclosure No. 2.

7. Identify learning gaps/least learned competencies necessary to the learners' current grade level. The least learned competencies can be considered as learning gaps; and
8. Submit the accomplished Template No. 1 to his/her respective school head.

**C. Role and Functions of the School Heads**

1. Determine the school percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from teachers using Template Number 2 in Enclosure No. 3. Submit the accomplished template to the Schools Division Office.
2. The school head shall assign teachers/master teachers to encode the results in the prescribed template which shall be accomplished online. The link to the Google Drive per SDO of the report will be provided to the concerned CID Chief and shall be accomplished by the assigned teachers/master teachers.
3. Carefully analyze the result of the test and relate the learning gaps of the learners to the Pedagogical Content Knowledge (PCK) and competency of teachers.
4. Conduct a Learning Action Cell session for teachers to present the findings relative to the result of the assessment to improve teachers' PCK and competency in support of the School Intervention/Remediation Plan.
5. Prepare/develop an intervention/remediation plan for the identified learning gaps in the different learning areas and grade levels with the support/help of the teachers/master teachers using the template in Enclosure No. 8;
6. Submit to the SDO the finalized intervention/remediation plan for approval.
7. Implement the approved intervention/remediation plan.



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**Department of Education**  
REGION III-CENTRAL LUZON

**D. Role and Functions of the Division Learning Area Education Program Supervisors/Public Schools District Supervisors**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a.
2. Submit the monitoring report to the Division Testing Coordinator for consolidation.
3. Determine the division percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the schools using Template Numbers 3 and 4, respectively, in Enclosure No. 4, with analysis and interpretation and submit the report to the CLMD, Regional Office.
4. Check and approve the intervention/remediation plan submitted by the school head.
5. Conduct regular monitoring and evaluation, in coordination with CLMD Learning Area Supervisors, on the implementation of the intervention/remediation plan developed by the school heads/master teachers.
6. Prepare technical assistance (TA) plan based on the issues, concerns, and challenges in the implementation of the intervention/remediation plan especially the bridging of the identified learning gaps.
7. Provide technical assistance to the concerned school heads and teachers to achieve effective implementation of the intervention/remediation plan.
8. Submit the monitoring report and the TA provided to their respective Schools Division Superintendent for inclusion in the Program Implementation Review (PIR) report.

**E. Role and Functions of the Regional Learning Area Education Program Supervisors**

1. Upload the soft copies of the assessment tools in Google drive to be shared by the Regional LR Supervisor with the Division LR Supervisor.
2. Track the encoding of the consolidated report of the learning area per school using the prescribed template which shall be accomplished online.
3. Determine the regional percentage of learners who achieved or exceeded the MPL per learning area and grade level, most learned and least learned competencies based on the submitted reports from the SDO with analysis and interpretation and submit the report to the CLMD Chief.
4. Coordinate with the Division Learning Area EPSs/PSDSs on the monitoring and evaluation of the implementation of the intervention/remediation plan developed by the school heads/master teachers; and
5. Provide technical assistance when there are requests from the SDOs.



Republic of the Philippines  
**Department of Education**  
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**F. Division Testing Coordinator**

1. Monitor the administration of the test using the Monitoring Tool in Enclosure No. 6a.
2. Receive and consolidate the monitoring reports of the EPSs and PSDSs.
3. Submit the consolidated monitoring results, using the template in Enclosure No. 6b.







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**Department of Education**  
 REGION III-CENTRAL LUZON

Enclosure No. 4 of Regional Memorandum No. \_\_\_\_\_, s. 2026

**Template No. 3**

*(To be submitted to the RO (Learning Area Supervisor for consolidation))*

**DIVISION REPORT ON THE RESULTS OF THE REGIONAL ASSESSMENT**

Division: \_\_\_\_\_

Learning Area: \_\_\_\_\_

Grade Level of Takers	Total Percentage of Learners who achieved or exceeded the MPL	Percentage of Learners that achieved or exceeded the MPL	
		Male	Female
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			

Analysis and Interpretation:

\_\_\_\_\_

\_\_\_\_\_

Prepared by:

\_\_\_\_\_

Learning Area Supervisor

Certified Correct:

\_\_\_\_\_

Curriculum Implementation Division Chief



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**Template No. 4**

**Division Identified Most Learned and Least Learned Competencies**

Division: \_\_\_\_\_

Learning Area: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Item No.	Most Learned Competencies	Rank	Item No.	Least Learned Competencies	Rank

Note: insert another table for other grade levels



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Enclosure No. 5 to Regional Memorandum No. \_\_\_\_\_, s. 2026

**Learning Area Monitoring Regional Supervisors**  
**June 10-11, 2026**

<b>Schools Division Office</b>	<b>Monitoring Supervisors</b>
SDO Tarlac Province SDO Tarlac City	Rosalinda S. Ibarra
SDO Nueva Ecija SDO Gapan City	Joseph D. Reyes
SDO Zambales SDO Olongapo City	Marie Ann C. Ligsay
SDO San Jose Del Monte City SDO Meycauayan	Pedro Ramos
SDO Pampanga SDO City of San Fernando	Ma. Joseph Patrick Enriquez
SDO Angeles City SDO Mabalacat City	Ramil Ilustre
SDO Bulacan SDO San Jose City SDO Aurora	John Denver Desolo Narciso Ambrocio
SDO Malolos City SDO Baliwag City	Jose Carlo Tongol
SDO Bataan SDO Balanga	Louise Lumanog
SDO Cabanatuan City SDO Science City of Munoz	Engelbert Agunday



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 REGION III-CENTRAL LUZON

Enclosure No. 6a to the Regional Memorandum No. \_\_\_\_\_, s. 2026

**Monitoring Tool**  
 (To be accomplished by the monitoring official)

Testing Program: **Regional Assessment**

School: \_\_\_\_\_

Address: \_\_\_\_\_

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the assessment			Reasons for not taking the test
	M	F	T	M	F	T	M	F	T	
Kinder										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 7										
Grade 8										
Grade 9										
Grade 10										

Legend: M-Male, F-Female, T-Total

**Issues and Concerns**

**A. Assessment Tools**

Issues and Concerns	Action Taken

**B. Printing and Reproduction of Assessment Tools**

Issues and Concerns	Action Taken



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**C. Actual Conduct**

<b>Issues and Concerns</b>	<b>Action Taken</b>

Comments/Suggestions/Recommendations to improve the test administration:

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Monitored by:

\_\_\_\_\_  
Printed Name and Signature of the Monitoring Official

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Date

Conforme:

\_\_\_\_\_  
Signature Over the Printed Name of the Principal



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REGION III-CENTRAL LUZON

Enclosure No. 6b to the Regional Memorandum No. \_\_\_\_\_, s. 2026

**Consolidated Monitoring Reports**  
(To be accomplished by the Division Testing Coordinator for submission to the Regional Office)

Testing Program: **Regional Assessment**  
Division: \_\_\_\_\_

Grade Level	Total No. of Enrolment			Actual Test Takers			No. of Learners who did not take the assessment			Reasons for not taking the test
	M	F	T	M	F	T	M	F	T	
Kinder										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 7										
Grade 8										
Grade 9										
Grade 10										

Legend: M-Male, F-Female, T-Total

**Issues and Concerns**

**A. Assessment Tools**

Issues and Concerns	Action Taken

**B. Printing and Reproduction of Assessment Tools**

Issues and Concerns	Action Taken



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**C. Actual Conduct**

Issues and Concerns	Action Taken

Comments/Suggestions/Recommendations to improve the test administration:

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Consolidated by:

\_\_\_\_\_  
Printed Name and Signature of the Division Testing Coordinator

Noted:

\_\_\_\_\_  
Signature Over the Printed Name of the SDS



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Enclosure No. 7 to Regional Memorandum No. \_\_\_\_\_, s. 2026

**Summary of Assessment Activities and Dates**

<b>Activity</b>	<b>Date</b>	<b>Person Involved</b>
Submission of Monitoring Reports of the EPSs/PSDSs to the Division Testing Coordinator	on or before June 19, 2026	Division EPSs & PSDSs who conducted monitoring
Submission of Accomplished Template No. 1 to the school head	on or before June 19, 2026	Concerned teachers
Submission of Consolidated Reports to the Regional Office by the Division Testing Coordinators	on or before June 26, 2026	Division Testing Coordinators
Encoding of School RAT Results per SDO in the Google sheet	on or before June 26, 2026	Assigned Master Teachers or whoever assigned by the school head
Submission of accomplished Templates No. 3 & 4 to the RO	on or before June 26, 2026	Concerned Division Learning Area Supervisors
Submission of accomplished Template No. 2 to SDOs	on or before July 03, 2026	Concerned school heads
Submission of finalized intervention/remediation plan to SDO for approval	on or before July 03, 2026	Concerned school heads
Submission of Assessment Results with analysis to the CLMD Chief	on or before July 03, 2026	Concerned Regional Learning Area Supervisors



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Enclosure No. 8 to Regional Memorandum No. \_\_\_\_\_, s. 2026

**INTERVENTION/REMEDATION PLAN FOR THE IDENTIFIED LEARNING GAPS  
IN THE DIFFERENT LEARNING AREAS AND GRADE LEVELS**

Division: \_\_\_\_\_

School: \_\_\_\_\_

Objective	Activities	Time Frame	Material Needed	Funding	Persons Involved	Success Indicator

Prepared by:

\_\_\_\_\_  
School Head/Master Teacher

Checked and Approved by:

\_\_\_\_\_  
Learning Area EPSs/PSDSs



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